

CALIFORNIA SCHOOLS

JUNE
1956



CAMPUS CENTER BUILDING



VENTURA COLLEGE
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CALIFORNIA SCHOOLS

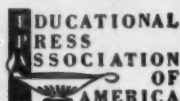
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THE COVER ILLUSTRATION features the Campus Center Building at Ventura College. It is well related to parking lots, instructional areas and library, making it truly the center of student life. It includes space for student government and associated activities; student store; lounge; coffee shop, and cafeteria. One of the features of the cafeteria is a U-shaped food service area that speeds up service.

John B. Crossley is the Superintendent of the Ventura Union High School District and Ralph J. Raitt is the Business Manager. A. C. Zimmerman and W. Glenn Balch were the Project Architects. Charles D. Gibson and Daw Patterson of the State Department of Education acted as planning consultants.

EDUCATION IN CALIFORNIA— A REPORT TO THE PEOPLE¹

ROY E. SIMPSON, *Superintendent of Public Instruction*

Any institution as significant as public education to the welfare of our state and nation requires frequent reports to the people. The schools belong to the people and they will be good schools if the people want and support good schools. They will be poor schools if the people are negligent, indifferent and uninformed.

The elementary school administrators are an important part of the people. They are closer to neighborhood groups than any other school officials. They are in daily contact with the children and the teachers of the children. They must have the facts to be effective interpreters of problems confronting education in California. Therefore, I am speaking to you on this occasion in factual terms so that we may operate intelligently with regard to our shared responsibility for the children in the elementary schools of California.

We have been confronted in the past decade with difficult and continuing problems in serving our girls and boys in the elementary schools.

In the first place, school enrollments have soared and continue to soar. The increase in enrollment in kindergarten and elementary grades between October 31, 1954, and October 31, 1955, was 7.2 per cent as compared with an increase of 7.1 per cent during the previous year. At present the elementary schools of California enroll in excess of 1,700,000 children. All projections of population growth indicate that this steady increase may now be considered normal.

The total number of certificated persons employed in the public schools of California in October, 1955, was 117,462. This number was 7,764, or approximately 7 per cent larger than the number employed a year earlier. Of the certificated persons employed in October, 1955, one in ten, or 11,516 were serving on substandard credentials. Of this number, 9,232 were teachers in elementary schools, 7,320 of them in regular positions.

According to estimates made by the State Department of Finance, based upon (1) increases in birth rate, (2) increases in actual school enrollments since 1954, and (3) in-migration of children of school age, the public school enrollment in California in kindergarten and grades 1 through 14 may be expected to increase from a total of approximately 2,500,000 in October, 1955, to over 4,000,000 in October, 1965. This is a total 10-year increase of 1,500,000 pupils. At the ratio of 34 pupils per teacher in elementary schools and 25 pupils per teacher in secondary

¹ Address delivered March 26, 1956, at Annual Conference of California Elementary School Administrators Association, Los Angeles, California.

schools, these additional pupils will require 50,000 new teachers, or an average of 5,000 new teachers per year.

It is estimated that within this same 10-year period 2,826 elementary teachers will die, 11,736 will retire, and 70,826 will resign. To fill these vacancies will require a total of over 85,000 additional teachers.

The number of additional teachers that will be needed from 1956-57 to 1965-66 is, therefore, approximately 118,000 for replacement plus 50,000 for additional classes, a total of 170,000. *For the next 10 years, therefore, California will need an average of 17,000 new teachers per year—11,500 elementary teachers and 5,500 secondary teachers.*

The primary source of supply of teachers for California's schools are the candidates for teaching credentials enrolled in California teacher-education institutions who will qualify for credentials in 1956. The total estimated *potential* number of teachers who may be expected to complete their requirements during the calendar year 1956 is 8,367. Of the 8,367 new teachers slightly less than half (4,164) are elementary teachers.

Not all those who complete credential requirements will actually take positions in the public schools in September, 1956. During the past year (1955) the proportion of newly prepared elementary teachers who failed to secure, or did not wish to accept teaching positions was approximately one in four. Assuming that there will be the same average loss in the 1956 group, the *potential* supply is reduced to a *probable* supply of 3,144 elementary teachers.

In order to estimate the potential supply of teachers for the next 10 years, a measure of the ability of each teacher-education institution in California to educate teachers has been devised, by comparing the total enrollment of the institution during the past six years to the number of teachers prepared in that period. Since experience in past years leads to the conclusion that from one fourth to one half of the candidates who complete the requirements for credentials in any given year will not wish to, or will be unable to secure teaching positions, the potential number of available teacher candidates must be reduced to a more realistic *probable* supply. The probable number of new teachers prepared in California colleges and universities who will secure school employment in the next 10 years is about 85,000 of which about 50,000 will be elementary teachers. *This is an average shortage per year of more than 6,000 elementary school teachers.*

In view of these estimates: Can the teacher shortage in California be overcome? I believe it *can*. Among the more significant factors contributing to my conclusion that the teacher shortage can be overcome are the following:

1. National and state income is at an all-time high. Hence, the additional funds to provide salaries at a competitive level are available if the public is ready and willing to make additional expenditures.

2. The total number of youth in the 18 to 21 year age group is increasing after a 10-year decline, and will increase rapidly in the next 10 years. (This is the group from whom future teachers must be recruited and educated.)
3. College enrollments in California are at an all-time high. (During the next 10 years enrollments in the state colleges will triple, while enrollment at the State University is expected to double.)
4. The proportion of women in the total college enrollment is increasing. (Women comprise two-thirds of the total teaching staff of our California schools.)
5. There has been a gradual but steady increase in the percentage of all college graduates who prepare for teaching. (For example, the total enrollment at San Diego State College has increased 15 per cent. The enrollment in teacher education has increased 30 per cent.)
6. Since total college enrollments began to increase, enrollment in teacher education has increased at a faster rate.
7. The White House Conference on Education and Governor's Conference on Education, and the tri-county and local follow-up conferences on education have stimulated a renewed interest and concern on the part of the public for better schools for our children.

These factors lead to the conclusion that with the sustained support of the people and the profession, enough qualified teachers can be recruited and educated.

Although California made educational history in the United States by securing appropriations from the Legislature and by passing state bond issues for schoolhouse construction, we still have many children on half-day sessions because of a shortage of classrooms.

We should be careful not to call such arrangements "double-sessions." "Double sessions" may be in terms of use of school facilities, but they fall far short of being an adequate educational opportunity for California children. We cannot continue policies of giving children minimum educational opportunity.

In certain districts, the shortage of classrooms has led to heavy teacher-pupil ratios which far exceed the class load of 30 children that experts in elementary education regard as the maximum for effective teaching.

Problems of increased enrollment, lack of adequately trained teachers, and shortage of classrooms will continue to be major concerns for all of us engaged in public education for the next several decades.

The people in every community need to understand these problems but in spite of great efforts to publicize them, the people do not yet seem to understand their full import.

Mr. Sloan Wilson in Harper's for September, 1955 said: . . . The two great American ideals of good universal education and low taxation col-

lided with a bang—or more accurately, with a long series of bangs which continues to deafen our ears¹ . . .

Maybe everything would be all right if the public just realized the nobility of the goal it has set for the schools and also realized the enormous amount of money, time, and thought needed to achieve it.²

The people turn to the schools for an increasing number of services. Obviously every new service involves more personnel and more facilities. The program of education in California cannot be greatly expanded without expenditure of more funds than are now available to the schools.

During the current year, our Bureau of Elementary Education has been engaged in a study of in-service education programs in selected California cities and counties. The results are scheduled for publication in August, 1956, so I shall not attempt any summary at this time. It is evident that elementary school administrators will need to reorganize their activities in such a way as to provide increased time for in-service education of school personnel. The entrance into teaching of so many persons with substandard professional training makes in-service education the first demand on the time and energy of professional leadership. In-service education activities of greatest value seem to be those which are focused on the day-by-day work of teachers at specific grade levels. Preschool workshops, conferences, curriculum development projects, extension courses, demonstration teaching, all seem to yield a better quality of education for children if they are directed to the specific competencies teachers need for effective work.

Many in-service education programs are well-planned and effectively carried out, but in every school district this is an area of activity which should be carefully evaluated. No business or industry would employ untrained personnel without providing for systematic on-the-job training. With the entrance into elementary school teaching annually in California of more than 6,000 teachers with substandard credentials, in-service education becomes the inescapable responsibility of school administrators and supervisors. In addition, of course, in-service education must serve to keep the entire profession up-to-date on new findings of research, new materials and methods of instruction.

Significant gains have been made in the field of special education of exceptional children. During the 1946-47 school year, approximately 17,000 physically and mentally handicapped pupils were provided special services by the school districts of the state. The costs of such services were reimbursed by the state in the amount of \$1,483,000. During the 1954-55 school year, school districts and county superintendents of schools gave special services to approximately 92,000 handicapped pupils,

¹ Sloan Wilson, "Public Schools are Better Than You Think" *Harper's Magazine*, CCXI (September, 1955), 31

² *Ibid.*, p. 33

and state reimbursements for current expenses amounted to more than \$8,000,000.

According to a report issued by a Senate Interim Committee on the education and rehabilitation of the handicapped, California public schools are now providing special education services to more than 50 per cent of the pupils eligible for such services.

The factors which we believe have contributed to the success of the special education program in California are:

1. Increased understanding on the part of the general public and professional educators with respect to the medical and educational needs of exceptional children.
2. Improvement in methods of identifying children in need of special help.
3. Growth, both in quantity and quality, of teacher-education programs in special education.
4. Increased state financial assistance to help defray the costs of constructing and equipping special schools and classes, and of transporting severely handicapped pupils to and from school.

Recently, by action of the State Board of Education, certification standards for teachers of exceptional children have been raised. It is our hope that school administrators will encourage and assist teachers to meet these standards. It is recognized that the lack of well-prepared special education personnel makes it difficult for schools to expand services to exceptional children, but at the same time we believe it highly important that handicapped children be taught by skilled teachers. Only by providing the best of services to such children can we justify the additional expenditure of state and district funds for their education.

Greater emphasis needs to be given to the special needs of the socially maladjusted, and the gifted and talented girls and boys in our schools. At the 1955 regular session of the Legislature, the State Department of Education sponsored legislation requesting funds to establish pilot programs and to evaluate existing special programs for gifted, and for emotionally disturbed children and youth, but the measures failed to pass. If and when such legislation is reintroduced, we shall need your help to get it enacted.

Teachers entering professional service in California frequently comment on the wealth of textbook materials made available for the use of pupils. Our state textbooks are selected by the State Curriculum Commission and adopted by our State Board of Education. Literally thousands of teachers participate in the selection so that excellent material is made available to California children.

Without making the same careful evaluation of textbook materials which is now made by the Curriculum Commission and the thousands of teachers they enlist in their co-operative study of textbooks, no one

is justified in condemning any state-adopted textbook. We have a serious responsibility to assist teachers to make the fullest and most intelligent use of material which is provided in accordance with the laws passed by the elected representatives of the people in the California Legislature.

Modern programs of education make adequate library facilities essential. As pupils seek answers to their questions and solutions to their problems, they need to have easy access to encyclopedias, atlases, and other reference materials. Supplementary books representing a wide variety of topics and many levels of reading difficulty are necessary if the wide range of individual differences in interest and ability among pupils is to be met.

The ever-increasing number of excellent children's books, both fiction and nonfiction, must be made available to our girls and boys in schools and public libraries. Through reading, children have the opportunity to develop an appreciation of literature and broaden their understanding of life situations through experiences otherwise not available to them.

Effectiveness of library services will be greatly increased through the establishment, where feasible, of a central library in each school where a person trained in library service may help teachers to select books and materials for use in the classroom, and may also give guidance to children so that they may become independent users of the library and its facilities. Whether library services are rendered by the local district or by a county library, administrative provision must be made for the reception, care, and distribution of books and materials within the school.

The elementary school administrator is in a strategic position to influence and promote improved library facilities. How effectively library facilities function and how well they serve the purposes of the school will depend in large measure upon the leadership and initiative of the administrator, working co-operatively with teachers in the interests of the children.

California can be justly proud of its resources in audio-visual instructional materials for elementary school teachers. The record of this development is impressive. In 1945 there were approximately 16 service centers providing such materials in the entire state. Now over 128 such centers serve the public schools, in addition to 47 centers in colleges and universities and 12 centers in public libraries which serve non-school groups. These service centers have approximately 111,000 instructional films; 51,000 films are in units operated by county superintendents of schools, the remainder, 60,000 films, are being distributed in the units conducted by the larger school districts and through the rental film libraries of the University of California. The replacement value of these films would be over \$7,500,000. The same units possess 171,000 filmstrips having a replacement value of over \$680,000. No figures are available regarding the large number of color slides owned and distributed by

such centers. The number of sound motion picture and filmstrip projectors owned by the schools and colleges is also impressive—9,000 sound film machines and 8,000 filmstrip projectors having a replacement value of over \$4,000,000.

While these statistics are impressive, they are but the beginning. We have hardly begun to meet the needs of teachers for such help in the instructional program. As guidelines for the future development of audio-visual services, we need to recognize (1) that these audio-visual instructional materials are as much a part of the instructional program as are textbooks or other printed material; (2) that properly chosen and used they become dynamic tools which can accelerate learning, deepen understanding, direct the formation of wholesome attitudes, and literally bring the world into the classroom. We must be constantly alert to the potential application of new audio-visual devices to the educative processes. At the present time it is certainly our obligation as educators to explore every possible way that television may be used to further and improve instruction.

Great progress is currently being made in emphasizing science experiences in the curriculum, from kindergarten through grade eight. Professional organizations are giving increasing attention to the theme of education for a scientific age. Our modern-day children are fascinated by science. Many teachers are hesitant about attempting the teaching of science because they feel that their own background is inadequate. Here is another area for an in-service education program.

We are told on every hand that one of our great needs is for more scientists, more engineers, more technicians. Here we are—a people representing about 7 per cent of the world's population with nearly 50 per cent of the world's wealth. We can maintain our position of leadership only as our people acquire all the kinds of know-how needed in our complex world. Hence we commend the efforts of organizations, teacher-education institutions, county school superintendents, and local school districts in their efforts to make science a subject of important emphasis in the education of children. In elementary school, children are developing the interests on which their career decisions will be made.

One of the crucial problems of 1956 is how to encourage individuality and creativity in an age in which mechanization is an increasingly important part of life. Thoughtful educators know that machines can be used to reduce men to the tyranny of war and materialism, or to free them for constructive and creative activities. The schools can lead the way through providing opportunities for the full development of individual talents in creative writing, the dance, music and graphic art.

I am glad to report a significant increase of interest in all aspects of these expressive and creative arts. Anthologies of children's writing,

which many districts collect, bear witness to the talents of California's girls and boys and to the leadership of their teachers.

For 15 years, one superintendent of schools has asked each girl and boy in the eighth grade to write a composition on a subject which he selects. Last year's subject was "Why I Would, or Would Not, Like to be a Teacher." The superintendent reads each composition carefully, makes comments, and returns it to the author. Needless to say, the level of written English in that district is high because the superintendent cares enough about original writing and the ideas of the pupils to invest long hours of his time to encourage this important activity.

Folk dancing and expressive and interpretive rhythms are valued activities in the curriculum of most elementary schools. Art exhibits and music festivals build respect for the creative efforts of children as well as support for the school program.

One county sponsors an annual art exhibit on the theme of Conservation. Throughout the year the children study this important field and record their experiences in many pictures. No prizes are given, but the pictures are exhibited at the county fair, and people travel for many miles to see the work of the young artists.

The professional associations play their part in developing this increased interest in the creative aspects of living. The Art Committee of the California School Supervisors Association has recently published two helpful books, *Art, A Concept of Art Education*, and *Work Places*. A great variety of worth-while creative experiences for children were demonstrated at recent conferences of the California Elementary School Administrators Association.

These activities help girls and boys achieve the self-realization essential to good mental health. They offer bright promise of an age in which man's creative potential will be fully realized.

Within the past two or three years over a hundred elementary schools have inaugurated homemaking education classes. Requests for service of regional supervisors of homemaking have been increasing each year, particularly for assistance in planning curriculum and building facilities. Many teachers of these programs have attended in-service education meetings, institutes, and workshops organized by the regional supervisors of homemaking education.

The elementary school administrator is in a position to encourage elementary and secondary homemaking teachers to plan curriculum together. His understanding support is needed by the teacher who handles homemaking classes. His understanding of and interest in homemaking education enables him to envision a realistic program for his school so that he can enlist the services of a teacher with training and vision, make information available, and secure the co-operation of parents, provide facilities, supplies, time, and opportunities to explore all areas of homemaking education.

An increasing number of California elementary teachers of kindergarten and grades one to six are providing industrial arts activities as a part of the integrated program. This has been brought about by undergraduate and graduate courses in industrial arts offered by colleges and universities and by in-service education offered by city and county school staff members.

Industrial arts shops for pupils in the seventh and eighth grades are found in an increasing number of California elementary school districts. In most of these schools a single industrial arts shop offers an opportunity for exploratory activities in drawing, electricity, metal work, and woodwork. This type of program affords an opportunity for seventh and eighth grade pupils of elementary schools to engage in shop experiences which, until recently, were largely found only in the junior high schools of city school systems.

An increasing number of county superintendents of schools are adding specialists in the field of industrial arts education to provide in-service education for elementary teachers in their respective counties.

There are noteworthy signs of progress in the guidance field. Within the past two years the State Department of Education has published two significant bulletins dealing with guidance in the elementary school.¹ The first was based upon the conclusions of workshops at Stanford University and the University of California at Los Angeles held in the summer of 1953 and attended by elementary school personnel throughout the state. The second bulletin emphasized good guidance practices found in various California elementary schools and largely represented the work of the Committee on Guidance of the California School Supervisors Association.²

Another sign of progress is the encouraging growth of child study programs throughout the state. These programs get at the heart of the educative process—helping teachers and guidance personnel to increase their understanding of the nature of childhood and thus to work with children more effectively. As time goes on, we should strive to make child study programs available to more and more of the teachers of California.

We have made progress in the direction of developing pupil personnel records. As the result of the work of a state-wide committee which I appointed in 1951, we now have the California Cumulative Record which provides a systematic means of recording significant data about pupils from the time they enter public school until they complete high school or junior college. Good records are important, but they are only a means to an end. Now it becomes the task of all who work

¹ Guidance in the Elementary School: Bulletin of the California State Department of Education, Vol. XXIII, No. 4, August, 1954.

² Good Guidance Practices in the Elementary School: Bulletin of the California State Department of Education, Vol. XXIV, No. 6, August, 1955.

with children to see that these records are used to improve the educational services rendered the children of the state.

We are making progress in defining the roles of various specialists in the guidance field—psychologists, child welfare and attendance workers, counselors, school social workers—and in establishing higher standards of professional preparation in these fields. We confidently expect the end result to be better counseling and psychological services.

These, then, are the encouraging signs that we are making headway in guidance services. The administrator is recognized as the key person in the development of effective guidance services in his school. Even the best trained staff cannot succeed without his leadership, his support, his active participation. We have the goal—the wholesome personal and social development of children. We have the tools and techniques. The question is *what can you do—what are you doing*—to see that this great potential for the welfare of children is being realized in all the classes in your school?

Evaluation points up a tremendous and serious challenge to school administrators. Fortunately, we have made considerable progress during the past few years. From the roots of the standardized testing movement—a product of the twentieth century—we have seen emphasis shift from concentration solely on norms to a study of the relationship between evaluative data and pupil behavior. Today we have almost ceased being primarily interested in comparing child to child, class to class, and school to school. We should and we are becoming primarily interested in comparing each child with his past record and with his own potentialities. To do otherwise is to miss the service that evaluation can provide.

As school administrators, many of you have worked long and hard for an effective articulation of elementary and high school evaluation programs. In addition, many of you are continuing your efforts to achieve greater flexibility in evaluation programs so that appraisal can be made of a wide variety of interests, skills, and aptitudes. The needed flexibility often can best be provided through informal evaluative procedures and by teacher observation of pupil behavior. We must continue our vigilance against a narrow evaluation program so that we do not channel and structure values by making comparisons of abilities that cannot be compared.

How you handle your evaluation program will to a degree shape the minds of the future. You as school administrators have the challenge of using evaluation wisely or letting it become a drag upon instruction in the school. We owe much to those administrators who have helped make evaluation a positive factor in the total elementary school program.

Another problem which confronts us in our efforts to improve the quality of education is the need for better articulation between units

which comprise the public school program. We need to give more attention than we have previously given to continuity in the instructional program, from kindergarten through college. As we give our attention more and more to vertical curriculum planning and development from kindergarten through high school or junior college, we improve our opportunities to place curriculum materials where they can best be taught and learned. Of equal importance, we improve our chances to eliminate from the school program needless repetition of content.

We need to find channels through which people working in one segment can communicate effectively with people working in all other segments of public education. Whenever a portion of the curriculum has its beginning in one segment of the public school program and is to be carried into another, such as from the elementary school into the high school, we need to be sure that continuity is provided in the teaching-learning process.

In several places in California, forward-looking administrators have recognized better articulation as one of the significant ways to improve the quality of education. In every instance where these programs are under way, their origin can be traced to the interest of one or more persons who acted upon ideas which they believed to be appropriate for their situations. Many of these efforts to achieve better articulation have been initiated by elementary school administrators. Your efforts in this connection are recognized and appreciated; however, we need to do more to hasten this development.

You are no doubt aware of our current effort in the State Department of Education to formulate a new framework statement for the social studies. Involved in this effort is a committee representing a cross section of public school people in California. Representatives of all segments of public school education are working in one group to examine an area of instruction which extends from kindergarten through junior college. This is one of several efforts which could be cited to illustrate the recognition of the need for articulation of the educational program.

For many years the question of educational organization has been a serious one in California. In recent years the problem has been intensified, both as to its impact upon the education of children and as to the interest expressed in making whatever changes are desirable to improve the situation. For over 40 years there has been serious concern on the part of deliberative bodies and those studying school administration in California, over the school district situation as it still exists in many parts of our state.

What progress are we making to solve the problem?

First, progress can be measured in part by the actual changes in the number of school districts. In the early 1920's there were approximately 4,000 school districts in California. In the present school year,

1,880 districts are still in existence. Of these, 1,533 are elementary school districts, 233 are high school districts, 22 are junior college districts, and 92 are unified districts. Changes during the present year, which will be effective July 1, 1956, include the establishment of four additional unified school districts. Information is not yet complete concerning changes of other types, due to annexations, formation of unified districts, and the like. When the rate at which these changes take place is measured, progress is found to have been slow but fairly steady. Much still remains to be done.

Something of the problem ahead is evident from a look at the existing elementary school districts, which are of particular concern to this group. Of the 1,533 elementary school districts in California today over 700, or nearly half, have less than 100 pupils. These are not individual schools; these are operating school districts; these are administrative units. Of all the elementary school districts in California, only 225 had an average daily attendance last year of 1,000 or more. In terms of adequate school districts it can be easily seen that there is a tremendous problem ahead.

The second evidence of progress does not involve the counting of school districts or the tabulation of districts by size, or by kind. One of the most important changes is in the attitude of people, not only educators, but others as well, in the communities of the state toward the study of school district organization. This change in attitude has measurably raised the quality level of the discussion and the study which is taking place. Instead of much of the emotional, tradition-inspired argument which prevailed a few years ago, logical, reasonable consideration of school district organization and its attendant problems is being undertaken. Progress in this direction, as many of you will recognize, is one of the first changes needed before complete consideration can be given to the problem, or the solution reached on a rational basis.

Thirdly, with the change in attitude has come an increased interest in the study of school district organization. This interest has resulted in positive conclusions reached by educational study groups. There is not time here to quote extensively from these findings. The report of the Governor's Conference on Education reflected a different kind of consideration for the organization of school districts than had been typical in the past. The conclusions reached in many local and county community conferences on education which have been held following the Governor's Conference reflect a similar attitude. The actions in recent years of organizations, particularly of educational administrators, are noteworthy. The California Association of School Administrators has taken a positive stand in requesting that legislation be enacted to require completion of the study of school district organization in the counties of the state, and for the county committees involved to make recommendations for the inclusion of all territory in the state in unified

school districts. A somewhat similar position has been taken by the California Association of Secondary School Administrators, and a year ago your own Association took a positive stand to encourage the study of school district organization.

Out of your co-operative study in elementary education in California came, not too long ago, a statement of the characteristics of a good elementary school. If you read this document carefully, you will find in it statements which apparently are generally received and approved, to the effect that improvement of school district organization must proceed if elementary education is to be consistent with the standards set forth. Those of you who have copies of the bulletin at hand may refer to item 7 on page 6 which reads as follows: "The learning experiences of the good elementary school are planned as part of a continuous educational program which extends from kindergarten through grade 12 or 14."¹ At any time one considers this statement and its full implications one must conclude that the only way that the educational program for the youth of the State of California can be so co-ordinated and become part of such a continuous educational program, it requires the establishment of what we know in this state as a unified school district. Only in such a district can the educational program from kindergarten through grade 12 be operated in this way.

Again, I would call your attention to Chapter 7 of this document on the organization, administration, and supervision of a good elementary school. As one reads this chapter, one is impressed with the necessity, if we are to have the best education possible for the children of the state, of doing something about the school districts so that the characteristics of a good elementary school, as listed, may be achieved.

In addition to the organizations of educational administrators in the state, other allied groups, notably the California Congress of Parents and Teachers, have given support to the program of unification. Other interested groups not necessarily connected with education as such have also expressed their interest and their support—the California Taxpayers Association, certain local groups of the League of Women Voters, and the American Association of University Women. All of this adds up to an intensely increased interest in this big problem in California.

The fourth piece of evidence is the work being done by the most important groups in the whole program—the county committees on school district organization. Such a committee is at work in every county in the state, with the exception of San Francisco. The problem of the committees is to study school district organization in the respective counties and to make recommendations for changes. Their procedures, and indeed the committees themselves, are established by law.

¹ The Characteristics of the Good Elementary School: The Cooperative Study of Elementary Education in California. The California Elementary School Administrators Association. University of California, Berkeley, August, 1955.

During the calendar year 1955, 39 of the 57 county committees pursued active study of school district organization. Not all of these studies have been completed. Many of them are continuing and recommendations therefore will be made as time goes on. In addition to these 39 counties which have been actively studying, there are five counties which today are single county units so far as school district organization is concerned. County committees in eight of the counties now have studies under way affecting the entire county. Some of these studies contemplate single county units; others contemplate the establishment of two or more districts in the county. In some of the larger counties there will be several districts.

With this much of a review of what is going on in school district organization in California let us pause for a moment and ask ourselves what should we, as elementary principals and district superintendents, be doing? The answer to this question appears rather clear. I believe there are three somewhat inter-related activities that administrators, either superintendents or principals, might be undertaking. The first, and perhaps the most important, is to get yourselves informed. Get yourselves informed regarding the research and literature in the field of school administration. Be conversant with the factors that must be present if a school district is to offer its most effective service to the youth of your locality. In this respect let me add that, so far as the general literature in the field of school administration is concerned, there is unanimous agreement on two points:

1. That any effective school district should be able to offer an educational program to its children from kindergarten at least through the twelfth grade. In our terminology this means a unified school district and I would emphasize again that there is unanimous agreement in the literature of the field on this point.
2. That school districts, even unified school districts, if adequately organized, need to be large enough to operate independently of other agencies with respect to most of the services that a school district should render. This involves not only size but also a financial support base as broad and as adequate as it is possible to achieve.

The second thing that elementary school administrators might do is to work at the project of informing the boards, their staffs, and their communities with respect to the goals to be achieved and the processes by which they may be achieved in school district organization. Make the necessary contacts for your boards, for your communities, and for your professional staffs so that they may also understand the problem as you do.

The third item is very closely related to the second. It is probably one of your major responsibilities to establish a climate in your com-

munity in which careful, rational study of school district organization can proceed. When the question of school district organization arises in any particular locality, immediately the school administrator has the problem of determining what to do. I would urge that you measure whatever you do in terms of your responsibility to the profession and your responsibility to the welfare of the children in the schools. You are in a position to clarify issues. You are in a position to be a leader, and leadership in this field is drastically needed at the present time.

May I summarize at this point by saying that, first, there is a problem of school district organization in California which we need to attack vigorously. There is increased interest on the part not only of educators but also of the lay people of our communities in the solution of this problem. Many interested groups are pressing for a solution of the problem, and it would be unfortunate if educators found themselves being pushed in this respect by the other people of their community or of the state. There is increased evidence of concern for the problem of school district organization and a great deal of evidence of active study of the problem, looking toward its solution. And last, there is a responsibility upon the professional people of the state to guide this activity to make sure that decisions are made on sound bases and to assist in developing a climate in their own communities in which careful, rational study of the problem may go forward.

All of us are certain in our own hearts that the people of California desire the best possible program of public education. We are sure, too, that the citizens of our school districts and of our state will join efforts to improve the schools if we are able to make clear to them the reason why improvements are needed. No doubt all of us, at times, wonder just how effective we are in developing working relationships with the parents and other citizens of our communities that will enable us to move toward the solution of educational problems with solid and substantial community co-operation.

This kind of relationship is difficult to evaluate. It isn't easy to treat statistically. For this reason I was particularly interested in a study carried on last August for the California Teachers Association by the Institute for Journalistic Studies at Stanford University. Fresno was selected as a fairly typical California community and a sampling of citizens was interviewed as to opinions about the schools. The findings were reported in the December issue of the CTA Journal.¹

Trained interviewers asked 623 representative citizens the question: "In general, do you approve or disapprove of the job the public schools are doing in educating children these days?" Of this group 7.6 per cent said they had no opinion; 13.8 per cent said they disapproved; 15.4 per

¹ W. Harold Kingsley, "Citizens Approve School's Job", CTA Journal, Northern Section Edition, LI, (December, 1955) p. 20.

cent said they approved. Even more pertinent than this general finding is a comparison of the reactions secured from certain subgroups.

Younger people whose personal contacts with the public schools had been more recent were more approving than were older people. Among persons 45 years of age and over, 59.2 per cent approved; of those under 45, 66.2 per cent indicated general approval.

Persons who reported recent contacts with the schools such as attendance at PTA meetings, visits to schools, and talks with teachers were more approving than those who did not report such contacts.

Parents of children in school approved to a greater extent than did people with no children in school. Among the parent group 70.8 per cent indicated general approval as compared with 59.5 per cent of the non-parent group.

In general, citizens who had had recent personal experiences in contacting and understanding the school and its program were more favorable in their attitudes than were those without such recent experiences. Certainly this is acceptable evidence that close relationships with citizens tend to produce favorable and co-operative attitudes.

May I mention one further finding that points out a direction in which we should move. Of the 623 persons interviewed in connection with the Fresno study, 67.3 per cent had not attended any meetings of school organizations during the preceding year; 46.9 per cent had not talked with school people about the schools; 25 per cent had not been inside a school building while classes were in progress for more than five years; and 16.5 per cent could not remember when they had last seen a class in session.

We are successful in gaining understanding and co-operation from citizens with whom we establish firsthand working relationships, but we still have in our communities large groups of people with whom such relationships have not been established. The importance of establishing working relationships with communities cannot be over emphasized, and they can be established only through an active and continuous program of public relations.

You have here in this report many areas that have a significant bearing upon successful school administration. We hope that this material will be constructively helpful to each of you.

ENROLLMENT, PUPILS ON HALF-DAY SESSIONS AND CLASSROOM NEEDS IN CALIFORNIA

FRANK M. WRIGHT, *Associate Superintendent of Public Instruction; and
Chief, Division of Public School Administration*

Since 1947, California school districts have spent almost one and a half billion dollars to build schools—\$90,503,000 in federal funds, \$590,000,000 in state funds, and \$724,454,000 in district funds. This money has provided more than 12,500 new classrooms and has replaced more than 2,300 inadequate or unfit rooms. Still the supply does not equal the demand. In the past four years, enrollment in elementary and high schools has increased on the average of about 126,000 each year, and each year more and more children have been forced to attend half-day sessions. In 1952, 140,000 pupils were going to school part time, and in 1955, there were 61,000 more.¹

Under the State School Building Aid Program, 122 districts have school buildings under construction, or projects approved. These projects eventually should provide buildings for the 100,937 children on half-day sessions. Another 100,494 pupils on half-day sessions will have to depend upon district resources to provide classrooms until such time as the districts will qualify for state aid. The real need for classrooms is best shown by looking at future enrollment figures and comparing them with those of the past few years.

Table 1 shows the number of pupils on half-day sessions and the classrooms needed on account of those pupils.

TABLE 1
NUMBER OF PUPILS ON HALF-DAY SESSIONS AND NUMBER OF CLASS-
ROOMS NEEDED, GRADES 1 TO 8 AND 9 TO 12, 1952 TO 1955

Date, October	Number of pupils on halfday sessions			Number of classrooms needed		Total number of classrooms needed
	Grades 1 to 8	Grades 9 to 12	Grades 1 to 12	Grades 1 to 8	Grades 9 to 12	
1952.....	140,361	308	140,669	2,127	6	2,133
1953.....	156,475	8,070	164,545	2,371	162	2,533
1954.....	186,838	11,339	198,177	2,831	227	3,058
1955.....	187,667	13,754	201,421	2,844	275	3,119

¹ Figures for kindergarten are not included in this report.

The future for school enrollments and building needs will be much the same as it has been in the recent past except that the problem becomes a little bit more urgent and there is no relief in sight prior to 1964. By 1965, enrollment in grades one to twelve will be almost doubled—1,261,038 more pupils than are now enrolled. It will take 45,662 more classrooms to house students in 1965. In terms of money, planning, and time, this is a staggering burden.

For at least ten years the elementary schools have been attempting to strike a balance between enrollments and classrooms. It has been almost an impossible task. In spite of the thousands of classrooms constructed, the number of unhoused school children in grades one to eight increased from 140,361 in 1952 to 187,667 in 1955.

It will be seen in Table 2 that elementary school enrollment shows a steady increase from 1952 to 1965. Another classroom must be built for every additional 33 pupils. Although the trend of the annual rate of increase over this period of time is downward, growth in 1965 still will require almost 1,800 new rooms. In 1965 there will be 872,560 more elementary pupils enrolled in California schools than there are today. By then 26,439 new classrooms should have been constructed.

TABLE 2
ENROLLMENT AND NUMBER OF ADDITIONAL CLASSROOMS NEEDED,
GRADES 1 TO 8, FROM 1952 TO 1965

Year	Enrollment on October 31	Annual increase	Percent of increase	Additional classrooms needed
1952.....	1,364,865			
1953.....	1,455,402	90,537	6.63	2,744
1954.....	1,562,607	107,205	7.37	3,248
1955.....	1,684,194	121,587	7.78	3,684
1956.....	1,776,200*	92,006	5.46	2,788
1957.....	1,869,700*	93,500	5.26	2,833
1958.....	1,978,400*	108,700	5.81	3,294
1959.....	2,100,600*	122,200	6.18	3,703
1960.....	2,195,100*	94,500	4.50	2,864
1961.....	2,288,500*	93,400	4.25	2,830
1962.....	2,361,100*	72,600	3.17	2,200
1963.....	2,428,100*	67,000	2.84	2,030
1964.....	2,497,900*	69,800	2.87	2,115
1965.....	2,556,700*	58,800	2.35	1,786

* Enrollment estimated by California State Department of Finance.

The problem of growth and housing at the high school level closely resembles the elementary school position as it existed about ten years ago, except that there is now a State School Building Aid Program, and machinery to administer it. High schools can profit from the experience

of the elementary schools in planning and solving their housing problems, and are in a better position to anticipate and prepare for the growth which has been forcing high school students into half-day sessions.

Prior to 1952 high school enrollment and classroom needs were pretty much in balance. In that year the balance was disturbed slightly when 308 ninth graders went on half-day sessions in the state. In each succeeding year the number of pupils on half-day sessions increased, until 1955, when the figure reached 13,375. Table 1 shows the number of pupils on half-day sessions since 1952, and the classrooms needed for them. For every additional 25 pupils one more classroom is needed.

Table 3 shows an annual high school enrollment increase at a greater rate than was found for the elementary level. High school enrollment will increase from about 582,800 in October of 1955 to 1,011,900 by 1965. The 480,538 students who are not enrolled in high schools now, but who will be in 1965, will have to have 19,223 classrooms—an average of about 1,900 per year.

The annual enrollment increase in both elementary and high schools probably will continue at a fairly high level during the next five years, but the trend is toward a decreasing rate of growth in the schools. It may be that a period of stability in *rate of growth* will be reached, but there is nothing to indicate that our schools will *stop* growing.

Providing enough new classrooms for our growing school population is, with the exception of the teacher shortage, the most serious problem facing the state.

TABLE 3
ENROLLMENT AND NUMBER OF ADDITIONAL CLASSROOMS NEEDED,
GRADES 9 TO 12, FROM 1952 TO 1965

Year	Enrollment on October 31	Annual increase	Percent of increase	Additional classrooms needed
1952	422,221			
1953	456,460	34,239	8.11	1,370
1954	490,074	33,614	7.36	1,345
1955	531,362	41,288	8.42	1,652
1956	582,800*	51,438	9.68	2,057
1957	636,200*	53,400	9.16	2,136
1958	683,400*	47,200	7.42	1,888
1959	719,100*	35,700	5.22	1,428
1960	771,900*	52,800	7.34	2,112
1961	821,500*	49,600	6.43	1,984
1962	882,800*	61,300	7.46	2,452
1963	947,000*	64,200	7.27	2,568
1964	976,100*	29,100	3.07	1,164
1965	1,011,900*	35,800	3.67	1,432

* Enrollment estimated by California State Department of Finance.

Departmental Communications

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

RETIREMENT OF JOEL A. BURKMAN

Dr. Joel A. Burkman, Assistant Chief, Division of State Colleges and Teacher Education, will retire July 10, 1956, after twenty-four and a half years of service in the State Department of Education.

Dr. Burkman came to the Department in 1932 as research and technical assistant for teachers colleges. He became Assistant Director of Education in 1938, and was appointed Assistant Division Chief when the Department was reorganized in 1947. He has held this position with distinction until the present time.

A native of Sweden, Dr. Burkman graduated from Bethel Academy, St. Paul, Minnesota in 1911. He attended the University of Washington, where he received the bachelor of arts degree in 1923 and the master of arts degree in 1925. He earned the doctor of education degree at the University of California in 1931.

From 1911 to 1932 Dr. Burkman taught or served in administrative posts in Idaho and Washington, and was Assistant Director of Research in Oakland before coming to serve in the State Department of Education. He also served in the United States Army in France during World War I, and is the holder of the Purple Heart.

Dr. Burkman has made many eminent contributions to the State Department of Education, to the state colleges, and to public education in general.

JAMES C. STONE, DIRECTOR OF TEACHER EDUCATION AT BERKELEY

James C. Stone, Specialist in Teacher Education, Division of State Colleges and Teacher Education, is leaving the State Department of Education June 30, 1956, to become Director of Teacher Education on the Berkeley campus of the University of California. Dr. Stone came to the Department as Consultant in Teacher Education in August, 1948. He was promoted to his present position in September, 1952.

A native of Cincinnati, Ohio, Dr. Stone earned his degrees of bachelor of arts, bachelor of education, and master of arts at the University of Cincinnati, and was awarded his degree of doctor of education at Stanford University in 1949.

Dr. Stone was a member of the Planning Committee of President Eisenhower's White House Conference on Education in 1955, and currently is a member of the National Advisory Committee to the United States Office of Education for the project: "Staffing the Nation's Schools and Colleges." Dr. Stone has been an outstanding member of the State Department of Education, and his leadership has been reflected in the development of teacher education throughout the state.

RALPH R. BOYDEN, ASSISTANT CONTROLLER

Ralph R. Boyden resigned, effective March 31, 1956, as Chief, Bureau of School Apportionments and Reports, to accept a position as Assistant Controller in the Los Angeles public schools. Mr. Boyden has been on the staff of the State Department of Education for a period of fifteen years. For five years he was a field representative in connection with federal aid for the support of child care centers and schools affected by the war. Since 1946 he has been Chief of the Bureau of School Apportionments and Reports.

APPOINTMENTS TO STAFF

Ray H. Johnson has been appointed to succeed Ralph R. Boyden as Chief of the Bureau of School Apportionments and Reports. Mr. Johnson has served as Assistant Chief of the Bureau since March, 1953. From 1950 to 1953 he was field representative in the Field Records Unit of the Division of Public School Administration. He was Deputy County Superintendent of Schools of Del Norte County, 1947-1950, and also served as probation officer for the county in 1947-48. He holds a bachelor of science degree from North Texas State College, Denton, and has done graduate work at the University of Texas, Austin, and at Sacramento State College.

Mr. Darrel H. Slocum has been appointed as Field Representative, Bureau of School Planning, with headquarters in Los Angeles. Mr. Slocum was a field representative for the School Facilities Survey from August 1951 to June 1953, when that survey was completed. Since that time he has served as Business Manager in the Castro Valley Elementary School District.

EXAMINATION FOR SPECIALIST IN TEACHER EDUCATION

The State Personnel Board has scheduled a civil service examination for the position of Specialist in Teacher Education on July 14, 1956. The position is in the Division of State Colleges and Teacher Education of the California State Department of Education in Sacramento. The present salary range of \$710 to \$862 will be increased, effective July 1, 1956. An administrative credential and at least three years of public

school administrative experience or college teaching in the field of education are required of candidates. Applications will be accepted by the California State Personnel Board, 801 Capitol Avenue, Sacramento 14, until June 22, 1956.

BUREAU OF TEXTBOOKS AND PUBLICATIONS

IVAN R. WATERMAN, Chief

RECENT PUBLICATIONS OF THE DEPARTMENT OF EDUCATION

Salaries of Certificated Employees in California Public Schools, 1955-1956. Prepared by Henry W. Magnuson, Chief, and Peter J. Tashnovian, Consultant, of the Bureau of Education Research. Sacramento 14: California State Department of Education, January, 1956. Pp. IV + 14.

This report of the 1955-56 survey of the salaries of full-time public school teachers in California includes summaries for comparisons between levels and between years since 1946-47. It presents data on distribution of certain full-time school administrators and other specially classified personnel serving at all levels of the public school system—kindergarten through the fourteenth grade. As in previous issues of this report, the survey does not include data on superintendents, associate, assistant, and deputy superintendents and business managers.

List of California Educational Institutions Approved to Offer Training to Veterans Under Public Law 346 as Amended and Public Law 550. Sacramento 14: California State Department of Education, January, 1956. Pp. IV + 36 (reproduced from typewritten copy).

This list is prepared annually by the Bureau of Readjustment and Education. Each entry gives the name of the school, the typical courses offered, and the name of the faculty member acting as veterans adviser. There is no charge for the publication. Single copies are available upon request to the Bureau of Textbooks and Publications.

For Your Information

AMERICAN EDUCATION WEEK

The thirty-sixth annual observance of American Education Week has been announced for November 11-17, 1956. The general theme is "Schools for a Strong America." School administrators are advised to establish A E W committees as early as possible to plan local observance of this week. A 64-page manual, *American Education Week Primer* may be secured from the National Education Association, 1201 Sixteenth St., N.W., Washington 6, D. C.

CALIFORNIA TEACHERS ASSOCIATION

"We Hold These Truths . . ." an official statement on educational policy prepared by the Commission on Educational Policy of the California Teachers Association and adopted by the State Council of Education, December 10, 1955, is a formal declaration of the principles upon which the association's program has been based. Copies for use in study groups are available in pamphlet form, and a one-page presentation suitable for framing and hanging beside the "Code of Ethics" is available at five cents a copy from the California Teachers Association headquarters, 693 Sutter Street, San Francisco 2.

MATERIALS FOR SCHOOLS

A map showing how the world's resources are used in a modern automobile is available for teachers of all grade levels upon request. Free copies may be obtained by writing to Public Relations Department, Automobile Manufacturers Association, 320 New Center Building, Detroit 2, Michigan.

WOODROW WILSON CENTENNIAL CELEBRATION

A handbook has been prepared by the Woodrow Wilson Centennial Celebration Commission to help develop plans and produce programs honoring the hundredth anniversary of the birth of the twenty-eighth President of the United States. The handbook contains material about Woodrow Wilson the scholar and educator as well as political reformer, and tells where other materials may be found. Copies are available upon request from the Woodrow Wilson Centennial Celebration Commission, Room 2023, Interior Building, Washington 25, D. C.

WARNING ABOUT CARBON TETRACHLORIDE

From the Office of the State Safety Co-ordinator, the State Department of Education has received notice of a recent case of toxic exposure

to carbon tetrachloride which resulted in hospitalization of the affected person. He had been using carbon tetrachloride in connection with his work as an inspector of equipment in state armories and R.O.T.C. units.

Statistics furnished by the Division of Industrial Safety, State Department of Industrial Relations, show that in the four-year period from 1949 to 1952 carbon tetrachloride caused the death of 16 persons and the injury of 131 others in California.

Secondary schools having R.O.T.C. units or California Cadet Corps units are reminded that there are other, and safer, degreasing agents to use than carbon tetrachloride. In response to an inquiry from the Department of Education, the Executive Officer of the California Cadet Corps has stated that this organization does not recommend the use of carbon tetrachloride for degreasing military equipment. In fact, such equipment is issued to schools in a grease-free condition.

Carbon tetrachloride is a highly volatile solvent which gives off a harmful vapor. The maximum allowable concentration of carbon tetrachloride in air, according to current California Safety Orders, is 25 parts of carbon tetrachloride vapor to one million parts of air. One teaspoonful of carbon tetrachloride vaporized in a room 10 feet square and 10 feet high would exceed this concentration. It is well to remember that when the odor of carbon tetrachloride can be smelled, the concentration is already 80 parts per million! Prolonged exposure, combined with poor ventilation, will have toxic effects.

The State Fire Marshal's Office does not recommend carbon tetrachloride as a fire extinguishing agent in schools because at high temperatures carbon tetrachloride decomposes and releases quantities of phosgene and other gases. Phosgene is a poison gas. For degreasing operations, the State Fire Marshal suggests the use of trichlorethylene or perchlorethylene, which are noncombustible and less toxic solvents. However, adequate ventilation must be provided for safe use of these solvents.

Persons are injured by carbon tetrachloride through breathing the vapor, swallowing the liquid, or letting it come into contact with the eyes or skin. It is recognized as one of the most harmful of the common solvents.

School systems using or contemplating the use of carbon tetrachloride, whether in maintenance operations or in school laboratories, homemaking rooms, or shops, are advised to secure copies of the leaflet entitled *Are You Using Carbon Tet?* and be guided by the useful information and warnings which it contains. Schools may obtain this publication free of charge from the publisher, the Division of Industrial Safety, State Department of Industrial Relations. Requests may be addressed to either of two offices of the Division, at 965 Mission Street, San Francisco 3, or 357 South Hill Street, Los Angeles 13.

Professional Literature

PUBLICATIONS RECEIVED

- ALLEN, CHARLES M. *Combating the Dropout Problem*. A handbook for teachers, counselors, and administrators in elementary and high schools. Practical Ideas in Education Series. Chicago, 10: Science Research Associates, Ind. (57 West Grand Ave.), 1956. Pp. 48. \$1.00.
- BEAUCHAMP, GEORGE A. *Planning the Elementary School Curriculum*. New York 11: Allyn and Bacon, Inc., 1956. Pp. 295.
- BLAIR, GLENN MYERS. *Diagnostic and Remedial Teaching*. A Guide to Practice in Elementary and Secondary Schools. New York 11: Macmillan Co., 1956 (revised edition). Pp. xvi + 409.
- Building Faith in Education*. Proceedings of the Thirty-second Annual Educational Conference and the Twenty-first Annual Meeting of the Kentucky Association of Colleges, Secondary, and Elementary Schools. Bulletin of the Bureau of School Service, Vol. XXVIII, No. 3. Lexington: University of Kentucky, 1956. Pp. 96. \$1.00.
- BISWELL, GUY T., and KERSH, BERT Y. *Patterns of Thinking in Solving Problems*. University of California Press, April, 1956. Pp. viii + 84. \$2.00.
- CLARK, BURTON R. *Adult Education in Transition. A Study of Institutional Insecurity*. University of California Publications in Sociology and Social Institutions, Vol. I, No. 2, Berkeley 4, California: University of California Press, 1956. Pp. vi + 202. \$3.00.
- Educational and Psychological Testing*. Review of Educational Research, Vol. XXVI, No. 1, February, 1956. Washington 6: American Educational Research Association, National Education Association of the United States (1201 Sixteenth St., N.W.), 1956. Pp. 110. \$1.50.
- The Elementary School Curriculum. Citizenship Education*. Bureau of Elementary Curriculum Development. Albany, New York: State Education Department, University of the State of New York (1955). Pp. viii + 78.
- LOWENFELD, BERTHOLD. *Our Blind Children*. Growing and learning with them. Springfield, Ill.: Charles C. Thomas, 1956. Pp. xii + 205.
- Master's Thesis in Education Accepted by California Colleges and Universities, 1954-55*. California Teachers Association Research Bulletin No. 88, February, 1956. San Francisco, 2: California Teachers Association (693 Sutter St.), 1956. Pp. 38. \$0.50.
- MERRILL, HELEN LAWRENCE. *The Science Teacher in Action*. Boston 20, Mass.: Christopher Publishing House, 1956. Pp. 84.
- 1955 Fall Testing Program in Independent Schools and Supplementary Studies*. Educational Records Bulletin No. 67. New York 32: Educational Records Bureau (21 Audubon Ave.), 1956. Pp. xii + 84.
- OSBORN, MERTON B. *The Flannel Board*. Redlands, Calif.: Published by the author (Box 3), February, 1956. Pp. 36. \$1.00.
- PIERS, MARIA. *How to Work With Parents*. A handbook for teachers, counselors, and administrators in elementary and high schools. Practical Ideas in Education Series. Chicago, 10: Science Research Associates, Inc. (57 West Grand Ave.), 1955. Pp. 44. \$1.00.
- SCOTT, LOUISE BINDER, and THOMPSON, J. J. *Speech Ways*. St. Louis 3, Mo.: Webster Publishing Company (1808 Washington Ave.), 1955. Pp. viii + 216.

- SPACHE, GEORGE D. *Are We Teaching Reading?* Materials Diffusion Project, College of Education, University of Florida, Gainesville (317 P. K. Yonge Building), 1956. Pp. 32. Single copies \$0.30.
- SPITZER, HERBERT F. *Practical Classroom Procedures for Enriching Arithmetic.* St. Louis 3, Mo.: Webster Publishing Co. (1808 Washington Ave.), 1956. Pp. 224.
- THORPE, LOUIS P., LEFEVER, D. WELTY, NASLUND, ROBERT A. *Teacher's Handbook.* A guide to the interpretation and follow-up of achievement scores. SRA Achievement Series. Chicago 10: Science Research Associates, Inc. (57 West Grand Ave.), 1955, \$0.35.
- TURNER, A. H. *Behavioral Potentials and Kinetics: A Phenomenological Approach to the Study of Attitudes and Other Behavior Determinants.* Lawrence, Kansas: Kansas Studies in Education, University of Kansas Publications, Vol. VI, No. 2, 1956. Pp. 28.

DIRECTORY OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

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O

REPORT OF THE COMMISSIONER OF THE GENERAL LAND OFFICE

Presented to the Senate of the United States at the Session of 1880-81, in pursuance of a Resolution of the Senate, passed May 10, 1879, and of a Resolution of the House of Representatives, passed July 1, 1879.

WASHINGTON: GOVERNMENT PRINTING OFFICE: 1881.

ALBANY: J. B. LIPPINCOTT & CO. 1881.

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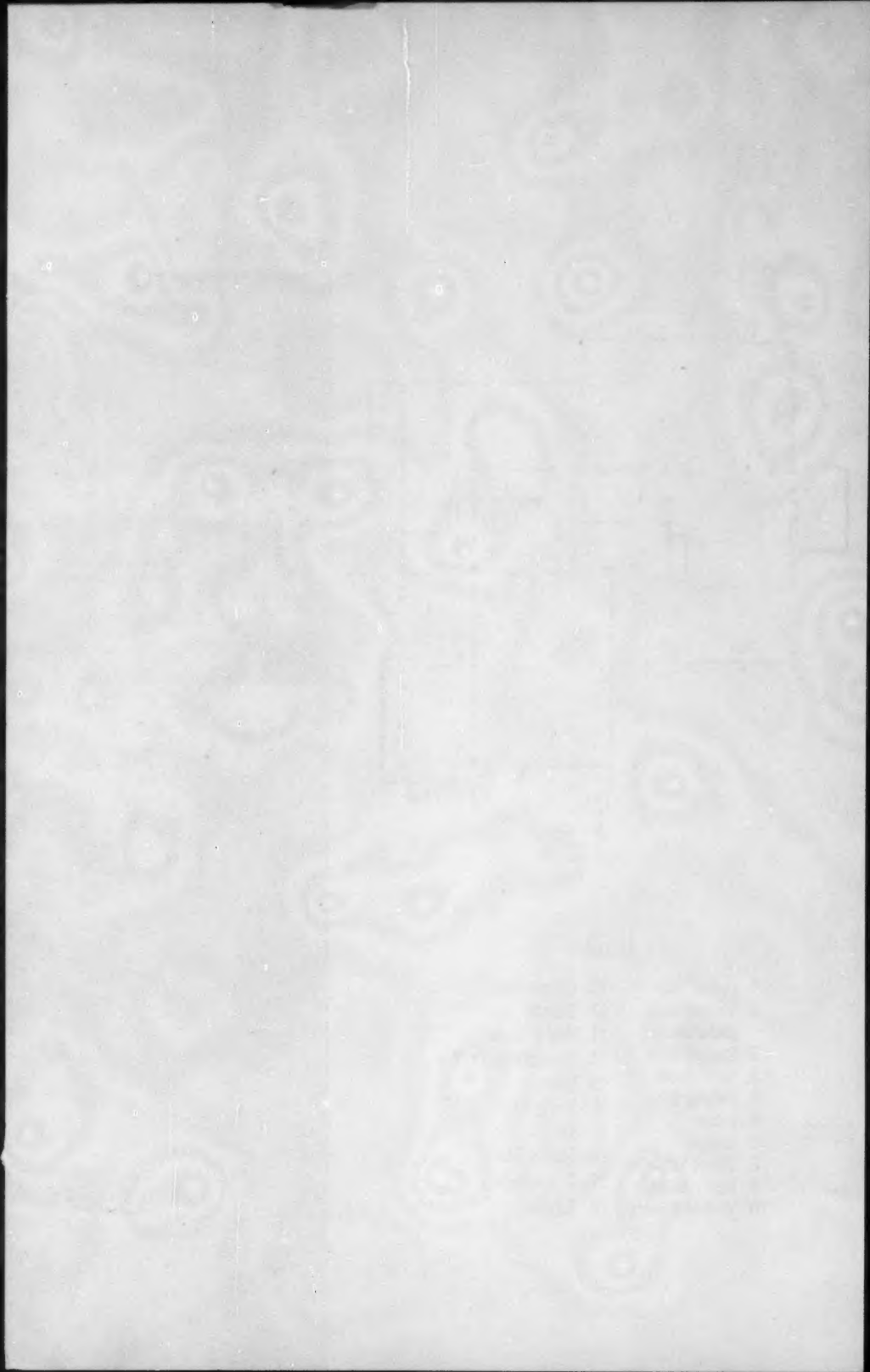
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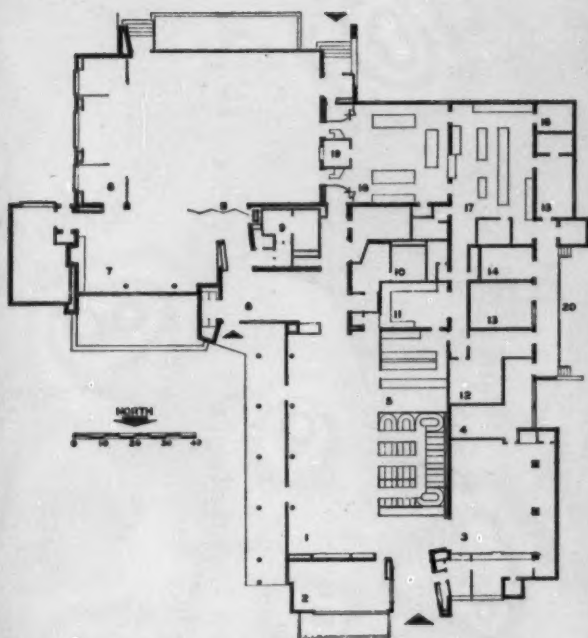
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LEGEND

- | | |
|----------------------------|-----------------------|
| 1. Coffee Shop | 11. Dishwashing |
| 2. Student Body Conference | 12. Storage |
| 3. Student Store | 13. Heater Room |
| 4. Work Room | 14. Transformer Vault |
| 5. Serving Area | 15. Storage |
| 6. Lobby | 16. Refrigerator |
| 7. Lounge | 17. Kitchen |
| 8. Dining Room | 18. Serving Room |
| 9. Men's Toilet | 19. Dish Return |
| 10. Women's Toilet | 20. Service |

